



**THE PRE-READING ACTIVITIES IN TEACHING READING
COMPREHENSION OF NARRATIVE TEXT TO THE
ELEVENTH GRADE STUDENTS OF MA NU MIFTAHUL
FALAH DAWE KUDUS IN 2015/2016 ACADEMIC YEAR**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
The Sarjana Program in English Education**

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**ENGLISH EDUCATION DEPARTMENT
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MURIA KUDUS UNIVERSITY
2016**

MOTTO AND DEDICATION

MOTTO:

- ☞ “The positive thinker sees the invisible, feels the intangible, and achieves the impossible” – Wiston Churchill-
- ☞ “If you spent less time bitching about your life, you’d possibly enjoy it more”
- ☞ “Forgive others, not because they deserve forgiveness, but you deserve peace”

DEDICATION:

This skripsi is dedicated to:

1. His beloved father and mother (Mr. Umbar and Mrs. Asih) who always pray and support her.
2. His beloved beautiful wife, Alfiyatuz Zulfa Spd.
3. His beloved brothers and sisters Supriyono, Suwarno, and Supatmi that have give many motivation, support and advice.
4. His beloved struggle friends such as: Aniq, Sukanto, Alvian, Anto, etc.
5. His beloved my bestfriend: Tihto, Maman, Thoriq, Farida, thanks for your loyalty.
6. All of lecturers in UMK for all their knowledge and their support.

ADVISORS' APPROVAL

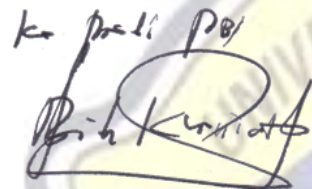
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Kudus, 26 November 2015



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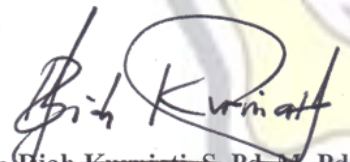
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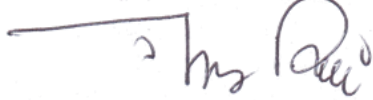
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ACKNOWLEDGEMENT

In this occasion, the writer would like to say Alhamdulillahirabbil'alamin to Allah SWT for all of mercy and blessing to the researcher with health, spirit, and power to finish his skripsi entitled "The Pre-reading Activities to Teach Reading Comprehension of Narrative Text to The Eleventh Grade Students of MA NU Miftahul Falah Dawe Kudus in Academic Year 2015/2016".

The writer also realizes that it is impossible to finish her skripsi without advice, help and the guidance from others. Furthermore, the writer would like to express the sincerity gratitude and appreciation for the available assistance given by many people in finishing her research, they are:

1. Dr. Drs. Slamet Utomo, M.Pd as the dean of the Teacher Training Education Faculty University of Muria Kudus.
2. Diah Kurniati, S.Pd, M.Pd as the head of English Education Department of Muria Kudus University. The writer thanks for all her best suggestion, guidance, and advice to the writer in finishing her skripsi.
3. Drs. Suprihadi, M.Pd as the first advisor. The writer thanks for all his valuable help, advice and guidance to the writer in finishing her skripsi.
4. Fitri Budi Suryani, SS, M.Pd as the second advisor. The writer thanks for all her suggestion, advice and guidance to the writer in finishing his skripsi.
5. All lectures of English Education Department of Muria Kudus University who always support and help the writer in learning English.

6. Asnadi, S.Ag., M.Si as the head master of MA NU Miftahul Falah Dawe Kudus who permits and facilities the writer to conduct the research in his school.
7. Eko Susilo S.L, S.Pd as English teacher who allows and helps the writer in conducting her research.
8. Officers as main library of Muria Kudus University who have given a satisfactory service.
9. Beloved families especially my parents who always pray, support, and give motivation to finish her skripsi.
10. The writer also thanks to all people whose names cannot be mentioned one by one here for their contribution in succeeding her skripsi.

The last, there is nothing perfect in the world and this skripsi is not an exception. The writer realizes that there are many weaknesses in this skripsi. Therefore, suggestions and critics are always needed for betterment. The writer hopes, this skripsi will be useful for all the readers both of English teacher and English students. Thank you.

Kudus, August 2015

Sunardi

ABSTRACT

Sunardi. 2011. *The Pre-reading Activities in Teaching Reading Comprehension of Narrative Text to The Eleventh Grade Students of MA NU Miftahul Falah Dawe Kudus In 2015/2016 Academic Year*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs.Suprihadi, M. Pd., (2) Fitri Budi Suryani, SS., M.Pd

Key words: Reading Comprehension, teaching technique, Pre-reading Activities.

The eleventh grade students of MA NU Miftahul Falah Dawe Kudus in academic year 2015/2016 faced some problems in learning English, especially in reading comprehension of narrative text. Those problems are that they did not understand about the content and had limited vocabulary. They usually just did the exercises based on the *LKS* instruction, which made them bored in learning process. They were also not active and only waited for the meaning of the difficult words explained by the teacher.

The purpose of this research is to find out whether there is a significant difference between reading comprehension of the eleventh grade students of MA NU Miftahul Falah Dawe Kudus in the academic year 2015/2016 without and with being taught by using *Pre-reading Activities*.

The subject of the research is the eleventh grade students of MA NU Miftahul Falah Dawe Kudus in the academic year 2015/2016 with the total number 34 of students. The design of the research is experimental research. And the instrument used in this research was reading comprehension test in the form of multiple choice tests.

The result of this research showed that reading comprehension of the eleventh grade students of MA NU Miftahul Falah Dawe Kudus in academic year 2015/2016 before being taught by using *Pre-reading Activities* was categorized low. The score of mean and standard deviation were 60.67 and 6.53. Meanwhile the reading comprehension of the eleventh grade students of MA NU Miftahul Falah Dawe Kudus in academic year 2015/2016 after being taught by using *Pre-reading Activities* was categorized good. The score of mean and standard deviation were 75 and 5.2. So, the t-observation (t_o) 7.16 is greater than t-table 2.042 in the level of significance 0.05 with $\{df (33) = 2.042\}$ and the alternative hypothesis was accepted. It means there is a significant difference between the reading comprehension of the eleventh grade students of MA NU Miftahul Falah Dawe Kudus in academic year 2015/2016 before and after being taught by using *Pre-reading Activities*.

Based on the result above, it can be concluded that *Pre-reading Activities* are one of the appropriate way technique to teach reading for senior high school. Therefore, the English teacher can use *Pre-reading Activities* as technique of teaching reading for all kinds of genres, not only narrative.

ABSTRAK

Sunardi. 2011. *Kegiatan Sebelum Membaca untuk Mengajar Pemahaman Membaca Teks Naratif di Sekolah MA NU Miftahul Falah Dawe Kudus Kelas Sebelas Tahun Ajaran 2015/2016*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Drs. Supriyadi, M. Pd., (2) Fitri Budi Suryani, SS., M.Pd
Kata kunci: Kemampuan membaca, teknik pengajaran, kegiatan sebelum membaca

Kelas sebelas sekolah MA NU Miftahul Falah Dawe Kudus tahun ajaran 2015/2016 mempunyai beberapa masalah dalam pembelajaran bahasa Inggris, terutama pada kemampuan membaca teks naratif. Permasalahan ini yaitu mereka tidak mengerti tentang isi dari bacaan dan mereka juga tidak mempunyai kosakata yang banyak. Mereka biasanya hanya menggunakan *LKS* sebagai latihan yang mana hanya akan membuat mereka merasa bosan dengan pelajaran membaca. Mereka juga tidak aktif dan hanya menunggu arti kata perkata dari gurunya.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan membaca kelas XI MA NU Miftahul Falah Dawe Kudus Tahun Ajaran 2015/2016 tanpa dan dengan diajar dengan menggunakan teknik *Pre-reading Activities*. Teknik tersebut terdiri dari penulisan kembali, penunjukan makna kata, dan berpikir keras. Teknik ini sangat cocok untuk melatih pemahaman membaca siswa.

Subjek penelitian ini adalah siswa kelas XI MA NU Miftahul Falah Dawe Kudus Tahun Ajaran 2015/2016 yang berjumlah 34 siswa. Rancangan penelitian ini menggunakan penelitian eksperimental. Dan instrumen penelitian yang digunakan di penelitian ini adalah tes tertulis dalam bentuk pilihan ganda.

Hasil dari penelitian menunjukkan bahwa kemampuan membaca kelas XI MA NU Miftahul Falah Dawe Kudus tahun ajaran 2015/2016 sebelum diajar dengan menggunakan *Pre-reading Activities* di kategorikan rendah. Nilai rata-rata (mean) dan standar deviasinya adalah 60.67 dan 13.72. Sedangkan kemampuan membaca kelas XI MA NU Miftahul Falah Dawe Kudus tahun ajaran 2015/2016 sesudah diajar dengan menggunakan *Pre-reading Activities* di kategorikan baik. Dengan menunjukkan nilai rata-rata (mean) dan standar deviasinya adalah 75 dan 13.92. Sehingga, perhitungan dari t-observasi mendapatkan hasil 6.7 yang lebih tinggi dari pada t-tabel 2,042 di tingkat penetapan signifikan sebelumnya 0,05 dengan derajat kebebasan $33 = 2,042$ dan hipotesis alternatifnya adalah diterima. Hal tersebut berarti ada perbedaan yang signifikan antara kemampuan membaca kelas XI MA NU Miftahul Falah Dawe Kudus tahun ajaran 2015/2016 sebelum dan sesudah diajar dengan menggunakan *Pre-reading Activities*.

Berdasarkan hasil diatas, dapat disimpulkan bahwa teknik *Pre-reading Activities* adalah tehnik yang efektif untuk mengajar memahami bacaan, baik itu teks naratif atau teks yang lain. Dengan tehnik *Pre-reading Activities* akan membuat siswa tertarik dan tidak mudah bosan ketika diajar, sehingga siswa mudah untuk memahami bacaan.

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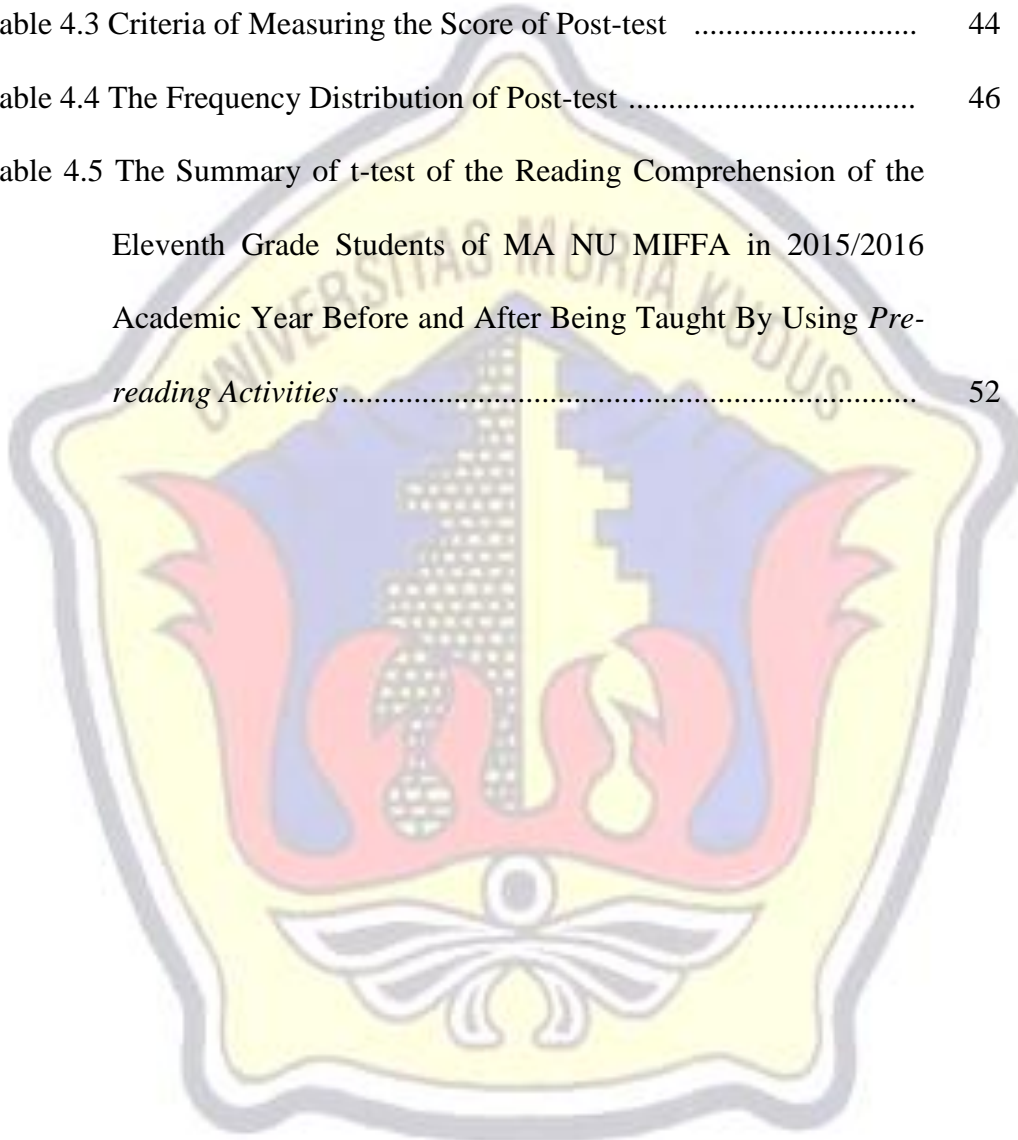
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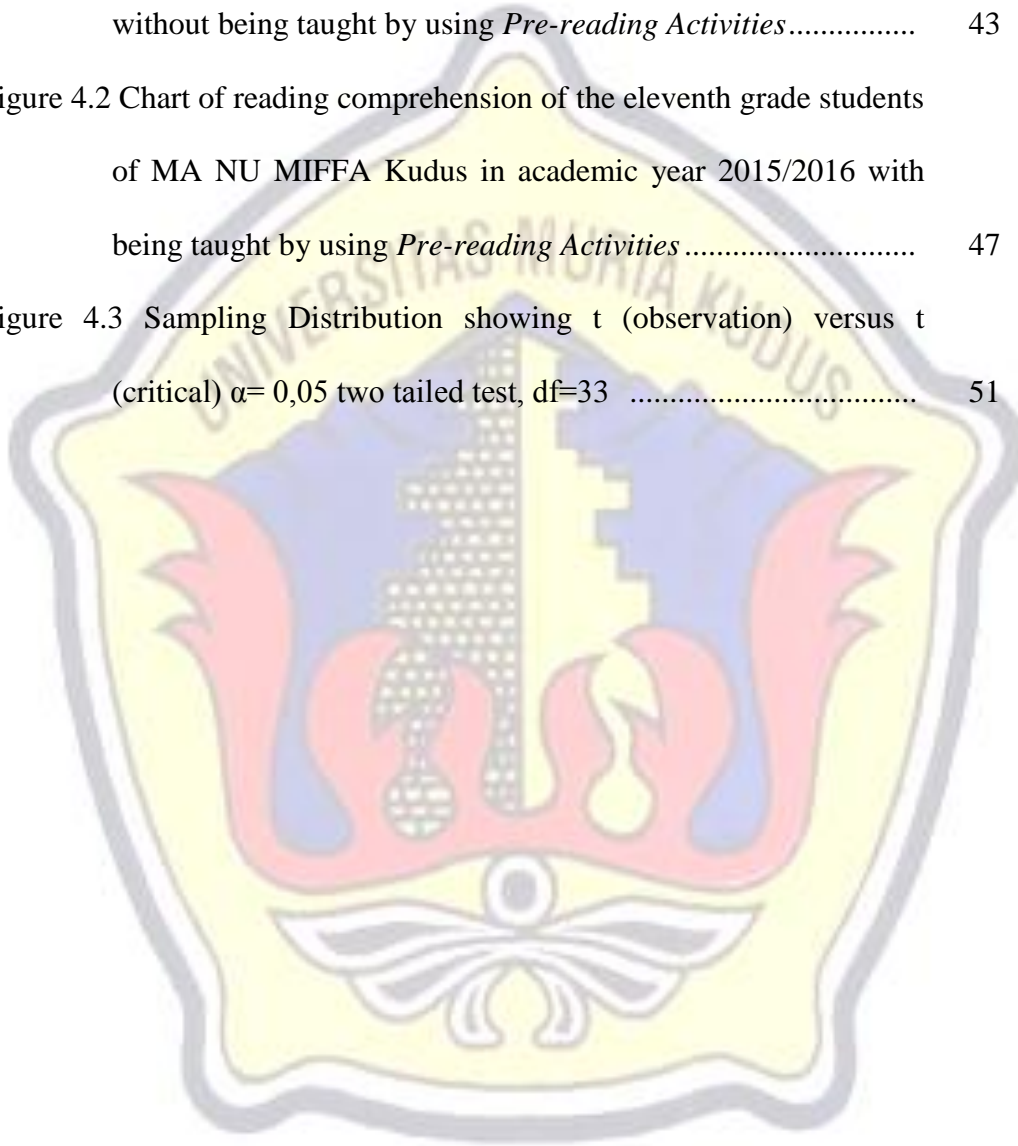
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